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ABSTRACT

A project was undertaken to identify a set of validated, nondiscriminatory admissions criteria for all vocational programs in Missouri's area vocational schools, junior colleges, and comprehensive high schools. Specifically, the criteria were to ensure admissions to a program to all persons without regard to race, color, national origin, sex, or handicap and to ensure that those students selected would have a reasonable chance to succeed in the program of their choice. Included among the activities completed during the project were the following: (1) a literature search; (2) a survey of secondary and postsecondary level administrators, counselors, and teachers to identify nondiscriminatory admissions criteria; (3) development of a comprehensive admissions model; (4) development of a suitable admissions policy; (5) identification of suggested general and supplemental admissions tests; (6) establishment and field testing of program cut-off scores; (7) field testing of the project-developed admissions criteria and policies; and (8) development of an admissions handbook. (MN)

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ED220623

FINAL REPORT

A STUDY TO IDENTIFY NONDISCRIMINATORY ADMISSION CRITERIA FOR VOCATIONAL/ TECHNICAL PROGRAMS

(Project No. 82-131-600-10)

Associated Educational Consultants, Inc.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

June, 1982

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ACKNOWLEDGEMENTS

Associated Educational Consultants, Inc., wishes to express appreciation to a number of people who provided guidance and assistance throughout this project. This project benefited tremendously from the sharing of ideas of many individuals. Those that should receive special recognition are the members of the Project Advisory Committee which included:

Mr. Robert Garten, Chillicothe Area Vocational-Technical School
Mr. Gary Gilbert, Cape Girardeau Area Vocational-Technical School
Ms. Jimmie Hankey, Sheldon R-VIII
Dr. Zee Harris, Pioneer Community College
Ms. Phyllis Herriage, Kansas City Technical Education Center
Mr. Gordon R. Kutscher, Missouri Advisory Council on Vocational Education
Mr. James Pappas, Kirksville Area Vocational School
Mr. John Rencher, St. Louis Public Schools
Mr. Gale L. Townsend, Waynesville R-VI

Department of Elementary and Secondary Education:

Mr. Miles Beachboard
Ms. Kay Dameron
Dr. Frank Drake
Mr. Charles Foster
Ms. Georganna Hargadine
Mr. Allen Kelsay

Also instrumental in the project outcomes were the Directors and other professionals in the field test schools who reacted to preliminary drafts and supplied necessary data. The field test schools included:

Adrian High School
Crowder College
Francis Howell High School
Kansas City Technical Education Center
Lewis & Clark Technical School
Mountain Grove Area Vocational School
Perryville Area Vocational-Technical School
St. Louis Community College at Meramec

A thank you is certainly in order to the researchers encountered in the literature review, especially Dr. Thomas Hyde of The Ohio State University for his development of the assessment scale concept and the staff of the West Virginia Bureau of Adult, Vocational and Technical Education.

Of particular importance to the success of this project was Dr. Frank Drake of the Department of Elementary and Secondary Education, Division of Career and Adult Education, Ms. Kay Dameron, who served as Project Monitor, Mr. Miles Beachboard, Ms. Georgeanna Hargadine and Mr. Allen Kelsay. Their continuing assistance and support throughout this project proved to be invaluable.

ABSTRACT

This study was undertaken in order to identify admission criteria factors (core criteria) applicable to all vocational programs for all persons who can potentially benefit from vocational training and to identify additional admission criteria which are specifically applicable to specific vocational programs. The criteria identified were incorporated into an Admission Model and a Complementary Admission Handbook which can be utilized by both secondary and postsecondary vocational schools. The project was completed under the guidance of an advisory committee and included the distribution of a survey instrument, five regional meetings, and eight field test sites in order to allow broad based participation. This study resulted in the identification of six core criteria (teacher/administrator recommendation, counselor recommendation, grades, attendance, student interest, and program representation) and four specific criteria for individual vocational programs. It is anticipated that the Admissions Model and Admissions Handbook developed in this study can be adapted to various local situations and that the criteria can be studied in relation to their validity in particular localities. It is recommended that dissemination workshops be held in order to provide administrators, counselors and teachers with a total understanding of how the Model and Handbook might result in improved services to students interested in vocational education in the State of Missouri.

STATEMENT OF THE PROBLEM

The intent of this project from the beginning was to identify a set of validated, nondiscriminatory admissions criteria for all vocational programs in the state's area vocational schools, junior colleges, and comprehensive high schools. The project design included the development of a comprehensive admissions model which incorporated the criteria measures. An admissions guide was also to be developed in order to assist school personnel in implementing the model for the selection of students.

It was predetermined that the model to be developed would: (1) insure admission to a program to all persons without regard to race, color, national origin, sex, or handicap; and (2) insure that those students selected would have a reasonable chance to succeed in the program of their choice. A final specification was to identify admissions criteria applicable to all programs (core criteria), as well as program-specific criteria. Neither type of criteria was to be exclusionary in nature. Four other standards that were to be considered in identifying criteria include:

1. Criteria must specify positive characteristics of those applicants who are likely to succeed in a particular vocational program or in vocational education in general.

2. Criteria must be written so as to facilitate admission of handicapped as well as non-handicapped individuals.

3. Criteria must include only those items which are truly indicative of ability to succeed, without discouraging enrollment by nontraditional students.

4. Criteria must be based on data readily obtainable by local schools.

OBJECTIVES

Based on the above specifications, the project was guided by the following thirteen objectives.

1. To conduct a literature search for information relating to vocational education admission requirements and procedures.

   A literature search was conducted and is reported in a project document entitled "Design Memo" which was presented in January of 1982. The review of literature targeted 29 specific references and focused specifically on: (1) predictors of success in vocational education and (2) the appropriateness of various tests for use with special populations.

   The initial section of the literature review demonstrates little agreement for predicting success in all vocational programs. Some research indicates that IQ and similar ability-related scores are worthwhile, while other research draws contradictory conclusions. However, specific criteria used to predict success in a specific curriculum within a particular school, may be possible. Also, comparisons of potential students with successful individuals from a variety of programs and occupations could be used in counseling.

   The second part of the literature search points to a number of problems related to evaluating special populations with test batteries which are not specially designed for that purpose. This section of the review of literature can best be summarized with advice offered by Kapes and Greenwood in the October, 1979 issue of Voc Ed.

"... The best advice concerning the use of any of these measures is only use those that can be empirically shown to be related to success and that do not systematically discriminate against students based on race, color, national origin, sex or handicap."

2. To identify nondiscriminatory admission standards and procedures utilized in other states with a vocational-technical education program similar to Missouri's.

   In searching for exemplary admissions programs from other states, all state vocational education directors were surveyed. Nineteen states replied. The respondents provided names of postsecondary institutions, lists of tests used and/or mailing lists of vocational center administrators. Investigations of these referrals revealed few exemplary admissions programs. The West Virginia model has not been in operation long enough to provide stable procedural validation. Other states such as Georgia reported present efforts to meet OCR requirements.

3. To develop a comprehensive admission model which contains at least the following major components:

   a. Admission Policy;

   b. Admission Criteria (general);

   c. Admission Criteria (program);

   d. The Use of Testing in Admissions; and

   e. The Admission Process

As a result of the guidance provided by members of the State Department of Education staff, the Project Advisory Committee representatives, participants at regional meetings that were held across Missouri, respondents to a mail survey and the Pilot School representatives, a comprehensive admission model was formulated. The model is subdivided into the following four sections:

1. Planning
2. Application Process
3. Selection Process
4. Refinement of Criteria and Procedures

A separate admissions handbook was also developed in order to assist school personnel in implementing the model. Each of the components listed within this objective were addressed in these two documents.

4. To develop an Admission Policy suitable for adoption by Missouri's vocational schools and programs.

As a result of suggestions offered by Project Advisory Committee members and State Staff representatives, the following Admission Policy is presented in the first chapter of the Admission Handbook:

"Students, their parents, and employees of the _____ School (School District) are hereby notified that this school does not discriminate on the basis of sex, race, color, creed, age, handicap or national origin and is required by Title VI, Title IX and Section 504 not to discriminate on the basis of sex, race, color, creed, age, handicap, or national origin in its educational activities and employment practices. Any person having inquiries concerning _____ School's (School District 's) compliance with

Title VI, Title IX or Section 504 is directed to contact (Name) _____, (Address) _____ _____, (Phone) _____. (Name) _____ has been designated by _____ School (School District) to coordinate efforts to comply with Title VI, Title IX and Section 504."

5. To identify one or more suggested General Admission Tests.

After reviewing tests presently being utilized for vocational program admission in the State of Missouri and examining the program specific criteria suggested as a result of this study, it is recommended that the General Aptitude Test Battery (GATB) be considered for all vocational programs. This test should be studied closely by the Selection Committees at each institution in order to establish its validity at each location.

6. To establish and field-test suggested cut-off scores by program.

As the project progressed, it became evident that the emphasis should be on the ability of various criteria to predict program success. It became evident that before cut-off scores could be established, criteria needed to be identified and the relationship of the criteria to success (QPA) had to be defined. A data collection process was implemented with the field test schools to establish the necessary correlations. As a result of the data collection, information concerning incoming QPA attendance record, test scores, and first semester QPA became available for 746 students. Correlations were computed across the total group of students as well as specifically for 14 programs.

TABLE 1

CORRELATION COEFFICIENTS BETWEEN ADMISSION CRITERIA MEASURES AND FIRST SEMESTER QPA

	Entering QPA	ABS	Intelligence	Verbal	Numerical	Spatial Ability	Form Perception	Clerical Perception	Motor Coordination	Finger Dexterity	Manual Dexterity
Total (746)	.47	-.14	.35	.28	.26	.23	.17	.17	-.01	.01	.04
Auto Body (68)	.23	-.17	.37	.19	.21	.39	.09	-.11	-.26	.10	.01
Auto Mechanic (81)	.28	.20	.16	.21	.04	.03	.04	-.19	-.32	-.18	-.14
Building Trades (58)	.47	-.37	.24	.14	.09	.22	.02	-.22	-.22	-.10	.01
Distributive Education (60)	.56	-.13	.46	.42	.39	.29	.06	.19	-.03	.04	.16
Electronics (46)	.59	-.08	.54	.34	.27	.61	.28	.17	.04	.09	.31
Welding (62)	.19	-.17	.09	.15	.15	-.05	.04	.24	-.13	-.18	-.05
Accounting (42)	.69	-.19	.56	.44	.52	.19	.28	.50	.01	.19	-.09
Clerical Practice (67)	.61	-.20	.54	.38	.43	.35	.40	.44	.01	.12	.05
Secretarial Practice (36)	.30	.01	.28	.35	.22	-.06	-.19	.31	.20	-.07	-.11
Drafting (25)	.35	-.17	.04	-.34	-.03	.32	.15	.27	.12	-	-
Refrigeration (24)	.42	-.15	.40	.30	.36	.10	-.20	-.09	-.56	-	-
Health Occupations (52)	.66	-.17	.38	.39	.27	.21	.15	.30	.16	-.18	-.42
Vocational Agriculture (32)	.50	-.16	.47	.41	.13	.63	.34	-.02	.04	.05	-.11
Small Engine (33)	.27	.10	.17	.11	.34	.26	.18	.24	.22	.07	.16

In reviewing this table, it should be noted that the number in parenthesis indicates the total number of students for which data was supplied and on which the correlation coefficients were computed. The entries on the table are the correlation coefficients between each of the criteria measures listed and first semester QPA by vocational program. Correlations were computed only for those programs for which data on twenty or more students was available. It can be noted that the correlations vary greatly and care should be taken in considering these as anything more than trends, since they represent data across field test schools and are not specific to any one institution. Individual institutional selection committees should have available a similar type of analysis for their own institution in order to verify pre-selected specific criteria measures and to assist in the weighting process.

7. To identify supplemental tests for students not meeting the norms of the general admission test.

The Non-Verbal Aptitude Test Battery (NATB) is available in order to test the occupational aptitudes of students with reading difficulties. Additionally, test reviews are presented in the Admissions Handbook for three instruments that have been used by vocational institutions. These instruments include the Armed Services Vocational Aptitude Battery (ASVAB), the Career Planning Program (CPP) and the Differential Aptitude Test (DAT).

8. To develop recommended test interpretation procedures and a set of options available at each decision point.

Sample criteria assessment scales developed during this project are provided in the Admissions Handbook and in the Model. The responsibility of the Selection Committee in relation to completing these scales is also defined in the project documents. Use of the assessment scales should permit a well-defined selection process to be established at all interested vocational institutions.

9. To identify and field test other general and program-specific admission criteria.

Both the general and program-specific admission criteria are presented in the Admission Model. The suggested general (core) criteria are:

1. Teacher/Administrator Recommendation
2. Counselor Recommendation
3. Grades
4. Attendance
5. Student Interest
6. Program Representation

These are presented as criteria that will be utilized for all programs. In addition, each program has four recommended criteria. These specific criteria were identified as a result of the survey efforts and the pilot school visits. The survey asked each school to supply program-specific measures. During the field testing, instructors were given the opportunity to suggest specific criteria for each vocational area.

TABLE 2

PROGRAM-SPECIFIC ADMISSION CRITERIA

	Clerical Speed and Accuracy/Perception	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Accounting	x	x				x		x
Air Conditioning/Heating/Refrigeration		x		x		x		x
Agriculture				x	x	x		x
Appliance Repair		x	x			x		x
Auto Body			x	x	x		x	
Auto Mechanics		x		x	x		x	
Building Maintenance				x	x	x	x	
Building Trades			x	x	x	x		
Business Education	x	x				x		x
Business Management	x					x	x	x
Cabinet Making			x	x		x	x	
Carpentry			x	x		x	x	
Child Care				x	x	x		x
Clerical	x	x				x		x
Commercial Art		x	x		x		x	
Cosmetology		x	x	x				x
Data Entry	x	x				x	x	
Data Processing	x	x				x	x	
Diesel Mechanic		x		x	x		x	
Distributive Education	x				x	x		x

TABLE 2 (Continued)

PROGRAM-SPECIFIC ADMISSION CRITERIA

	Clerical Speed and Accuracy/Perception	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Drafting		x	x			x	x	
Electricity		x		x		x		x
Electronics		x		x		x		x
Emergency Medical Technician				x	x	x		x
Farm Equipment Repair				x		x	x	x
Food Service	x			x		x		x
Graphic Art		x	x		x		x	
Health Occupations	x				x	x		x
Health Services Aide	x			x	x			x
Home Economics		x		x	x	x		
Horticulture			x	x		x	x	
Hotel/Motel/Restaurant Management	x			x		x		x
Industrial Maintenance				x	x	x	x	
Licensed Practical Nurse	x			x		x		x
Machine Shop			x	x		x	x	
Marine Repairs				x		x	x	x
Marketing/Management	x					x	x	x
Masonry			x	x		x	x	
Medication Technician	x				x	x		x
Nurse Assistant	x			x	x			x

TABLE 2 (Continued)

PROGRAM-SPECIFIC ADMISSION CRITERIA

	Clerical Speed and Accuracy/Perception	Finger Dexterity	Form Perception	Manual Dexterity	Motor Coordination	Numerical Ability	Spatial Relationships	Verbal Reasoning
Office Machines	x	x	x			x		
Plumbing			x	x		x	x	
Printing		x	x		x		x	
Secretarial	x	x				x		x
Sheet Metal			x	x		x	x	
Small Engines		x				x	x	x
Tailoring		x			x	x	x	
Tourism & Recreation Management	x			x		x		x
Trade and Industry			x		x	x	x	
Welding			x		x	x	x	

10. To develop a set of recommended admission procedures related to the admission criteria and recommended testing.

The total recommended application and selection procedures are presented in the Admission Model and in the Admission Handbook.

11. To design a set of implementation aids, including a general purpose student application form which contains all needed information, typical admission-related letters for use by the school, and a form(s) for recording the admissions-decision process.

Sample application forms as well as criteria assessment scales, are included in both the Handbook and the Model. Application forms are provided for secondary students attending both area vocational schools and comprehensive high schools, adult students, and postsecondary students. A Student Selection Guide to be used with the criteria assessment scales, as well as an example of how to complete the guide is also provided.

12. To develop an Admission Handbook for use by the Admission Office in each school.

In order to define the various processes related to the implementation of the admission model, an Admission Handbook was developed. The Handbook is divided into five primary sections:

1. Policy
2. Orientation To Vocational Education
3. Application Process
4. Selection Process
5. Legal Guidelines

The Handbook also contains sample application forms, sample criteria assessment scales and test reviews.

13. To design a procedure for establishing and refining program norms on recommended tests and other criteria at the state and school levels.

The fourth part of the admission model entitled "Refinement of Admissions Criteria and Procedures" presents three possible alternatives for conducting validity studies related to each of the various criteria measures.

POPULATION AND SAMPLE

The study focused on professionals from the secondary and postsecondary institutions which offer vocational programs. This included administrators, counselors and teachers. Information was collected from both postsecondary and secondary institutions through the survey effort and also at regional meetings across the State of Missouri. The composition of the field test schools included two secondary sending schools, four secondary area vocational-technical schools and two postsecondary schools. The schools were also chosen as to allow for equitable geographic representation across the state.

CONCLUSIONS AND RECOMMENDATIONS

An evaluation of this project would indicate an overall measure of success. In reviewing the project objective by objective, the following positive points can be highlighted:

- a literature search was completed
- core and program-specific admissions criteria were identified
- application and selection procedures were developed
- an admissions policy was identified
- a general admissions test was suggested

- a correlational analysis was completed
- sample application forms were constructed
- procedures for establishing and refining criterion measures were developed
- an Admissions Model incorporating all of the above information was developed and compiled in an outline form in order to provide a ready reference for school personnel
- an Admissions Handbook offering more detailed information concerning the application and selection procedure was also generated

As the project progressed, it became evident that cut-off scores and specific test interpretation procedures could not be generated from the project. The decision was made to complete all the activities noted above and then to further validate the application, testing and selection process once these processes had been implemented in various institutions across the state.

As a result of this project, the following recommendations can be offered:

1. The Admissions Handbook and Model should be presented in detail to school personnel across the state through dissemination workshops.

2. School personnel should be oriented in the benefits of adopting and utilizing the Model in their own situation through pre-established professional development activities.

3. The governance boards of the institutions offering vocational programs should be encouraged to adopt the sample admissions policy presented in Chapter 1 of the Handbook.

4. Selection Committees should be identified at each institution offering vocational education in the State of Missouri.

5. The Selection Committees should implement the Model as presented, making necessary adaptations in order to best serve the students within each locale.

6. State Department staff members should offer assistance to the schools in implementing the Model and should serve as a clearinghouse for the sharing of such concerns as criteria revisions and differential weighting of criteria.

7. State Department staff members should formulate a two-year longitudinal study focusing on the validation of program specific criteria measures.

ATTACHMENT A

ATTACHMENT A

The project was scheduled to run from July 1981 through June 30, 1982. A summary of the actual procedures to complete the study is presented below.

Year	Month	Activity
1981	July-August	Review of related literature and identification of model programs from other states
	August	Identification of Project Advisory Committee
	August	Initial meeting with State Department personnel
	August	Initial meeting with Project Advisory Committee to review project emphasis, timetable and draft of survey instruments
	September	Revised survey instruments and identified potential sites for regional meetings
	September-October	Distributed survey instruments
	October	Distributed second mailing of survey
	October	Mailed invitations to regional meetings
	October-November	Analyzed survey results
	November	Held five regional meetings across the state
	December	Analyzed participants reactions to regional meetings and drafted Design Memo

Date	Month	Activity
1982	January	Prepared and submitted Design Memo summarizing project activities to date
	January-February	Drafted Admissions Handbook, identified potential field test schools, confirmed willingness of schools to participate in project
	March	Met with field test schools to discuss project objectives, to review the Design Memo, to review the first draft of the Admissions Handbook and to define the responsibilities of field test participants
	March	Met with Project Advisory Committee to review the Design Memo, to identify the field test schools and to review the first draft of the Admissions Handbook
	April	Visited field test sites to review the Handbook and the Model to initiate the data collection procedures and to study present application and selection procedures
	April- May	Revised Admissions Handbook and Model
	May	Reviewed Handbook and Model with State Department personnel
	June	Analyzed data supplied by field test schools; Prepared Admissions Handbook, Model and Final Report
	July	Submitted project documents

ATTACHMENT B

ATTACHMENT B

In addition to this final report, three other documents resulted from this project. These documents are:

1. Design Memo - This document, which was prepared and submitted in January 1982, includes an introduction and five other chapters entitled:

   (1) Review of the Literature

   (2) Related Research Findings From Previous National and State Surveys

   (3) Organization of the Admissions Function in the Missouri High Schools and Area Vocational-Technical Schools

   (4) State Regional Meetings

   (5) Admissions Handbook Outline

   Also included are appendices which focus on the survey instruments in the project and a list of participants, an invitation packet and an agenda from the regional meetings.

2. Admissions Handbook - This document, which was finalized in June, 1982, was presented in five sections:

   (1) Policy

   (2) Orientation to Vocational Education

   (3) Application Process

   (4) Selection Process

   (5) Legal Guidelines

   Additionally, the Handbook contains sample application forms, sample criteria assessment scales and test reviews.

3. Admissions Model - This document which is presented in outline form was also completed in June, 1982. The major subsections of the Model include:

   (1) Planning

   (2) Application Process

   (3) Selection Process

   (4) Refinement of Criteria and Procedures

   The Model is supplemented by appendices which focus on sample criteria assessment scales, suggested program specific criteria, sample application forms, an example of how to complete the selection process, and a reprint from the Handbook concerning the verification of program representation.

ATTACHMENT C

ATTACHMENT C

In September, 1981, separate questionnaires were mailed to secondary and post-secondary institutions. Each instrument was color coded to help identify the respondents and two cover letters accompanied each questionnaire. A copy of each instrument and the accompanying letters follow.

Associated Educational Consultants, Inc.

North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

Phones 412 931-2244
412 935-5580

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September 30, 1981

Associated Educational Consultants has been retained by the Career and Adult Education Division of the Department of Elementary and Secondary Education to conduct a study to identify nondiscriminatory admission criteria for vocational/technical programs in Missouri. This study was initiated upon the recommendation of the Missouri Vocational Advisory Council. The result of this project will be a model admissions program to be made available to all vocational/technical educators next summer.

We seek your help in selecting appropriate criteria. The enclosed questionnaire deals with your experience with tests and other student information for admissions purposes. In the next few weeks, you should also receive an invitation to one of five regional meetings to discuss admissions criteria that will insure equal access for all potential students.

Please complete (or have your school's admissions staff complete) the enclosed survey within the next week. You may use the enclosed business reply envelope to return it to Associated Educational Consultants. Feel free to call me at (412) 931-2244 or Kay Dameron of the Department of Elementary and Secondary Education, who is serving as the project monitor, at (314) 751-2661 if you have any questions.

Sincerely,

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.

Dan K. Jacobs, Ed.D.
Vice President

DKJ:mlh

ARTHUR L. MALLORY
Commissioner

Area Code 314

751-3500

State of Missouri
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

September 23, 1981

Dear Colleague:

The Division of Career and Adult Education, through the Research Coordinating Unit, has funded the Associated Educational Consultants located in Pittsburg, Pennsylvania, to produce a model of nondiscriminatory admission criteria for vocational programs.

The enclosed questionnaire will assist Associated Educational Consultants in preparing a model of nondiscriminatory admission criteria which will be made available to vocational educators in the summer of 1982. We are cognizant of your extremely busy schedule and appreciate the time required to complete this questionnaire. Your participation will not only be appreciated but will be the deciding factor in the usability of the final product.

If you have any questions concerning the project or the questionnaire, do not hesitate to contact Kay Dameron, Supervisor in the Research Coordinating Unit at (314) 751-2661.

Sincerely,

Frank Drake

Frank Drake, Coordinator
Division of Career and Adult Education

MISSOURI ADMISSIONS PRACTICES

QUESTIONNAIRE

Office Use Only

School _____ Title of Person Responding _____

1. Which of the following describes your school? (Check all that apply)

____ Area Vocational Technical School (13)

____ Comprehensive High School (14)

____ Sending School (15)

ORGANIZATION OF THE ADMISSIONS FUNCTION

Questions 2 and 3 should be completed only by Area Vocational Technical School or Sending School personnel.

2. What percentage of responsibility for the student selection process for admission into Area Vocational Technical Schools is placed with each of the following?

____ Sending School (16-17)

____ Area Vocational Technical School (18-19)

Total - 100%

3. What percentage of responsibility for the student selection process for admission into specific vocational programs is placed with each of the following:

____ Sending School (20-21)

____ Area Vocational Technical School (22-23)

Total - 100%

4. Use the lines to the left of the titles below to indicate (✓) who has primary responsibility for selecting students to attend your Vocational Technical School. Use the lines to the right to indicate who has primary responsibility for selecting students for specific vocational technical programs. Please check only one title in each of these two columns.

____	(1) Principal	____	
____	(2) Vocational Director	____	
____	(3) Dean	____	
____	(4) Director of SPS	____	(24-25)
____	(5) Counselor	____	
____	(6) Instructor	____	
____	(7) Committee	____	
____	_____ Other, specify	____	

5. Who has primary responsibility in your school for each of the following functions? Please check only one title for each function.

Function	Director or Principal	Counselor	Teacher	VRE	Other (Please Specify)	
Student orientation and recruitment						(26)
Administration of admissions tests						(27)
Counseling of prospective students						(28)
Admission of students with mental or physical handicaps						(29)
Appeals by rejected applicants						(30)
Planning for special needs of handicapped students						(31)
Planning for special needs of disadvantaged students						(32)

6 The following is the list of factors that could serve as barriers to enrollment in vocational programs. Please check any that apply to your school.

____ Sending school enrollments are declining, therefore students are not referred to vocational programs. (33)

____ Tuition payments at some vocational schools are too high. (34)

____ Vocational programs are two years in duration, yet students are referred for only one year. (35)

____ Graduation requirements at the sending schools preclude the students attending a vocational program. (36)

____ Travel time causes attendance to be impossible. (37)

7. Please list any other barriers that impede student referrals to vocational programs.

ADMISSIONS POLICY AND PROCEDURES

8. Have your admissions procedures or policy been publicly challenged or revised in the past five years?

____ Challenged - On what grounds? _____ (38)

____ Revised - Why? _____ (39)

____ Neither (40)

9. Which of the following criteria are included in your school's general admissions policy? Use the lines provided to supply the names of any tests that you check. (Check all that apply)

___Counselor Recommendation (41)
___Parent Recommendation (42)
___Teacher Recommendations (43)
___Previous Grades (44)
___Prerequisite Courses (45)
___School Attendance (46)
___Work Experience (47)
___Aptitude Test _____ (48)
___Achievement Test _____ (49)
___Interest Inventories _____ (50)
___Student Interest/Choice (51)
___Age (52)
___Physical Capabilities (53)
_____
Other, please specify

10. Please use the following form to indicate information concerning each of your specific vocational programs. In Column 1, list all programs offered. Use Column 2 to indicate any tests or other criteria which are employed for selecting students to be admitted into each program. Column 3 is provided for you to supply the minimally acceptable standards for any or all of the criteria listed in the previous column. Finally, put a check (✓) in Column 4 if the program is typically oversupplied (more students applying than slots available); or put a check in Column 5 if the program typically has space available for interested students.

Column 1 PROGRAMS	Column 2 CRITERIA	Column 3 MINIMUM STANDARDS	Column 4 OVER-SUPPLIED	Column 5 UNDER-SUPPLIED

Column 1 PROGRAMS	Column 2 CRITERIA	Column 3 MINIMUM SIANDaRDS	Column 4 OVER-SUPPLIED	Column 5 UNDER-SUPPLIED

Please attach a copy of your school's admissions policy, your general admission form and any forms or procedures you use which might serve as a model to other schools.

Return questionnaire in envelope enclosed or mail to:

Associated Educational Consultants
McKnight & Pine Creek Roads
P. O. Box 15073
Pittsburgh, PA 15237

MISSOURI ADMISSIONS PRACTICES

QUESTIONNAIRE

—	—	—
—	—	—
—	—	—
—	—	—

Office Use Only

School _____ Title of Person Responding _____

ORGANIZATION OF THE ADMISSIONS FUNCTION

1. Do the secondary schools that prospective students attend play any role in the admission of the students to your institution?

____ Yes

____ No (13)

If "yes" please explain how.

2. Do the secondary schools that prospective students attend play any role in the selection of students for specific vocational programs at your institution?

____ Yes

____ No (14)

If "yes" please explain how.

3. Use the lines to the left of the titles below to indicate (✓) who has primary responsibility for selecting students to attend your Vocational Technical School. Use the lines to the right to indicate who has primary responsibility for selecting students for specific vocational technical programs. Please check only one title in each of these two columns.

____	(1) Vocational Director	____
____	(2) Dean	____
____	(3) Director of SPS	____
____	(4) Counselor	____ (15-16)
____	(5) Instructor	____
____	(6) Committee	____
____	_____ Other, specify	____

4. Who has primary responsibility in your school for each of the following functions? Please check only one title for each function.

Function	Administrator	Counselor	Teacher	VRE	Other (Please Specify)	
Student orientation and recruitment						(17)
Administration of admissions tests						(18)
Counseling of prospective students						(19)
Admission of students with mental or physical handicaps						(20)
Appeals by rejected applicants						(21)
Planning for special needs of handicapped students						(22)
Planning for special needs of disadvantaged students						(23)

5. Please list any barriers that impede students from attending programs at your institution.

ADMISSIONS POLICY AND PROCEDURES

6. Have your admissions procedures or policy been publicly challenged or revised in the past five years?

____ Challanged - On what grounds? _____ (24)

____ Revised - Why? _____ (25)

____ Neither (26)

7. Which of the following criteria are included in your school's general admissions policy? Use the lines provided to supply the names of any tests that you check. (Check all that apply)

___Counselor Recommendation	(27)	___Aptitude Test _____	(34)
___Parent Recommendation	(28)	___Achievement Test _____	(35)
___Teacher Recommendations	(29)	___Interest Inventories ____	(36)
___Previous Grades	(30)	___Student Interest/Choice	(37)
___Prerequisite Courses	(31)	___Age	(38)
___School Attendance	(32)	___Physical Capabilities	(39)
___Work Experience	(33)	_____ Other, please specify	

8. Please use the following form to indicate information concerning each of your specific vocational programs. In Column 1, list all programs offered. Use Column 2 to indicate any tests or other criteria which are employed for selecting students to be admitted into each program. Column 3 is provided for you to supply the minimally acceptable standards for any or all of the criteria listed in the previous column. Finally, put a check (✓) in Column 4 if the program is typically oversupplied (more students applying than slots available); or put a check in Column 5 if the program typically has space available for interested students.

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